

Final Report 2017-2018 - Longview EL

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Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$1,501	N/A	\$12,282
Distribution for 2017-2018	\$46,775	N/A	\$46,246
Total Available for Expenditure in 2017-2018	\$48,276	N/A	\$58,528
Salaries and Employee Benefits (100 and 200)	\$42,775	\$51,792	\$47,821
Employee Benefits (200)	\$0	\$0	\$3,971
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$4,000	\$3,958	\$3,958
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$46,775	\$55,750	\$55,750
Remaining Funds (Carry-Over to 2018-2019)	\$1,501	N/A	\$2,778

Goal #1 Goal

[EDIT ANSWERS](#)

Increase student proficiency in Language Arts by 5 points according to SAGE by the end of the school year 2017-2018.

Academic Areas

- Reading
- Writing

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

We will measure progress in all aspects of literacy by using: SAGE, DIBELS, WRAP, Guided Reading Levels, Words Their Way Assessments, Early and Next Steps Assessment, Running Records, Core Phonics Survey, i-Ready assessments, and common assessments.

Please show the before and after measurements and how academic performance was improved.

Our goal in language arts was to improve student proficiency by 5 points according to SAGE. Our proficiency score two years ago was 44% and we improved 16% to 60%. We are very proud of our growth in proficiency and know that it is due to our hard work, focus on tiered instruction, and dedication to educating the whole student. We used the large variety of data and assessments that we planned on using from the start of the year so we could exactly pinpoint our students starting points and instruct the specific lagging skills. We are happy with our growth.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

Action Plan 1: Provide specific and in-depth training with the Utah Core and behavior/classroom management strategies so that teachers can effectively teach the standards to all students with differentiated behavior needs. Teachers will continue to learn about rigorous common formative assessments and have time in PLC meetings to create them so they can be administered frequently.

Action Plan 2: Longview will continue to train para-professionals in the Phonics for Reading program and provide intervention for all students who are not at benchmark. Students in grades 2-6 will be assessed frequently and put in to appropriate groups so they are given skills based instruction at needed levels until they can demonstrate proficiency. Continue with literacy differentiated and small group instruction in grades K-2 with what is known as SBI time. Continue frequent communication with ESL teacher, the Literacy Coach, and the Special Education teachers regarding intervention and coaching. Continue the Take Home Library in the lower grades. Provide intervention through Early Steps, Next Steps, Higher Steps, STAR, and DIP for grades K-2.

Action Plan 3: Provide grade levels funds in which they can purchase materials and supplies directly related to the above action plans.

Please explain how the action plan was implemented to reach this goal.

Longview Elementary made a lot of growth in regard to our first action step. Teachers received a lot of training on common formative assessments and then practiced this skill in PLC meetings throughout the year so the rigor of these assessments would hopefully match the rigor of the Utah Core. Teachers used CFAs more often and the data from those CFAs help guide tiered instruction. Teachers in grades K-2 benefitted greatly from SBI (Skills Based Instruction) time; this was a time in which paras came into the classrooms and provided differentiated instruction side-by-side with the teachers so students could be taught in very small, leveled groups. This was a great asset to teachers so we have continued and enhanced this idea to continue to meet individual students needs. Teachers in every grade level spent the funds that were allotted to them for math and language arts supplies that they had previously not been able to afford to support their curriculum.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Salaries and Employee Benefits for ELA para-professionals	\$34,775	\$43,792	As Described
General Supplies (610)	Provide grade levels funds in which they can purchase materials and supplies directly related to the above action plans.	\$2,000	\$2,000	As Described
	Total:	\$36,775	\$45,792	

Goal #2 Goal

EDIT ANSWERS

Increase student proficiency in Mathematics by 5 points according to SAGE by the end of the school year 2017-2018.

Academic Areas

- Mathematics

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

We will measure progress in math by: SAGE, i-Ready assessments, and common assessments.

Please show the before and after measurements and how academic performance was improved.

https://www.staringover.com/research/reports/math-research-grade-2-2017-grade-2018

Our goal in mathematics was to improve student proficiency by 5 points according to SAGE. Our proficiency score two years ago was 51% and we improved 3% to 54%. We used i-Ready and other CFA data all year long so that we could monitor student progress and provided intervention in hopes of reaching our goal. Although we didn't improve by 5 points, we are happy with our growth.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

Action Plan 1: Provide specific and in-depth training with the Utah Core and behavior/classroom management strategies so that teachers can effectively teach the standards to all students with differentiated behavior needs. Teachers will continue to learn about rigorous common formative assessments and have time in PLC meetings to create them so they can be administered frequently. Time will also be spent across grades to plan and vertically align priorities.

Action Plan 2: Longview will continue to have common math PLC. Provide time to evaluate assessment data and write common assessments. Using this data, teachers in grades 3-6 will have an intervention block at least twice a week built into the schedule in which they provide intervention with students on a consistent basis to help students with basic skills so they can become proficient in grade level tasks.

Action Plan 3: Teachers in grades K-2 will have access to a math tutor that can assist them as needed.

Action Plan 4: Provide grade levels funds in which they can purchase materials and supplies directly related to the above action plans.

Please explain how the action plan was implemented to reach this goal.

Longview Elementary made a lot of growth in regard to our first action step. Teachers received a lot of training on common formative assessments and then practiced this skill in PLC meetings throughout the year so the rigor of these assessments would hopefully match the rigor of the Utah Core. Teachers used CFAs more often and the data from those CFAs help guide tiered instruction. Teachers in grades 3-6 benefitted greatly from math intervention time; this was a time in which paras came into the classroom and provided support for the majority of the class so teachers could work with struggling students. This was a great asset to teachers so we have added more help to this school years plan to build on this. Teachers in every grade level spent the funds that were allotted to them for math and language arts supplies that they had previously not been able to afford to support their curriculum. The only area in which we deviated from our action plan with #3; grades K-2 wanted to focus more heavily on language arts and weren't ready for math support in the class room yet.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Salaries and Employee Benefits for Math Tutor.	\$8,000	\$8,000	As Described
General Supplies (610)	Provide grade levels funds in which they can purchase materials and supplies directly related to the above action plans.	\$2,000	\$1,958	As Described
	Total:	\$10,000	\$9,958	

Increased Distribution (and Unplanned Expenditures)

The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.

Any monies not used in an expected category will go towards salaries and benefits for additional para-professional time with students.

Description of how any additional funds exceeding the estimated distribution were actually spent.

As Described

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

https://www.stangeover-administrator.com/reports/min-reports/georgia-2018/georgia2018

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website
- School marquee

The school plan was actually publicized to the community in the following way(s):

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

Policy Makers

Please indicate the names of policymakers the council has communicated with about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

Summary Posting Date

Edit

A summary of this Final Report was provided to parents and posted on the school website on **2018-09-30**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	3	2017-03-15

Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

No Comments at this time

Review before Submitting

Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.

This form is ready for display on the public website. Spelling and grammar are correct. Student names and individual data are not included.

[BACK](#)

[SUBMIT FOR REVIEW](#)